

**California
Commission on Teacher Credentialing**

**Meeting of
October 3-4, 2001**

AGENDA ITEM NUMBER: **PREP - 7 – INFOLDER**

COMMITTEE: **Preparation Standards Committee**

TITLE: **Plan for a Preliminary Review of the Implementation of
the Reading Standard and the Reading Instruction
Competence Assessment (RICA) in Multiple and Single
Subject Teacher Education Programs**

☐ **Action**

☒ **Information**

☐ **Report**

Strategic Plan Goal(s):

- Goal 1:** **Promote educational excellence through the preparation and certification of professional educators**
- Sustain high quality standards for the preparation of professional educators
 - Sustain high quality standards for the preparation of credential candidates

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Plan for a Preliminary Review of the Implementation of the Reading Standard and the Reading Instruction Competence Assessment (RICA) in Multiple and Single Subject Teacher Education Programs

Professional Services Division

October 1, 2001

Executive Summary

In 1997 the Commission approved a reading standard to be added to the existing set of Standards of Quality and Effectiveness for Multiple and Single Subject Credential Programs. That same year it also established a new requirement for the Preliminary Multiple Subject and Education Specialist Credentials, the Reading Instruction Competence Assessment (RICA). In 1997-98 institutions submitted responses to the new reading standard that were reviewed and recommended for approval by the Commission, and RICA was administered for the first time in June 1998. It has now been four years since the adoption of the reading standard and RICA. Staff proposes a review to continue to ensure that newly credentialed teachers are well-qualified to provide effective reading instruction aligned with the student academic content standards in English-Language Arts by assuring consistent implementation of the adopted reading standard.

Fiscal Impact Statement

Costs for implementing the preliminary review have been accounted for in the base budget of the Professional Services Division.

Plan for a Preliminary Review of the Implementation of the Reading Standard and the Reading Instruction Competence Assessment (RICA) in Multiple and Single Subject Teacher Education Programs

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Background

Pursuant to Education Code Sections 44259 and 44283, the California Commission on Teacher Credentialing (Commission) is required to insure that beginning teachers are able to teach reading to students in California's public schools using research-based methods set out in the California Reading Initiative. In implementing this statute, the Commission approved a new reading standard for Multiple and Single Subject Credential Programs. The addition of this standard to the existing set of standards of quality and effectiveness for teacher preparation programs is intended to insure that prospective teachers receive instruction in the teaching of reading, aligned with the California Reading Initiative. The Commission also approved the Reading Instruction Competence Assessment (RICA) as a requirement for the issuance of a Preliminary Multiple Subject or Education Specialist Credential. This assessment is intended to assure prospective employers that newly prepared teachers are able to effectively teach reading. In 1998, all approved programs were required to meet the new reading standard. RICA was administered for the first time in June 1998.

In November 1997, the State Board of Education adopted the English-Language Arts Academic Content Standards, followed by the Reading/Language Arts Framework for California Public Schools in early 1999. The standards and framework form the foundation for the teaching of reading and writing in California's public schools today. The standards set out the knowledge and skills students must acquire at each grade level, and the framework guides teachers in providing instruction that will maximize student achievement in reading and language arts.

Implementation of the Commission's reading standard has been assessed through regularly scheduled accreditation visits and a review of RICA pass rates.

Plan for the Review

Purpose of Review

The purpose of the review is to continue to ensure that newly credentialed teachers are well-qualified to provide effective reading instruction aligned with the student academic content standards in English-Language Arts by assuring consistent implementation of the adopted reading standard.

The review will include: (1) on-site reviews of how institutions are implementing the Commission's reading standard; and (2) a review of RICA pass rates.

A group of technical advisors will be appointed by the Commission's Executive Director to provide in-depth training of reviewers. In addition, this expert group will advise the Executive Director on: (1) the findings of the focused reviews; and (2) any needed improvements in ensuring accountability for implementation of Commission standards, and state statutes.

The review of how well institutions are meeting the Commission's reading standard will include an early look at the standard at six institutions starting this fall and finishing in the winter of 2002. This review will be followed by a similar review at each of the institutions on the spring 2002 Accreditation Schedule. The focused review will be conducted by reading experts who will look for evidence of implementation of the standard at the element level.¹

Institutions Participating in the Early Review

This review will include institutions representing the range of diversity available in programs in terms of urban/rural setting, alternative routes, and region within the state. The institutions participating in the early review will tentatively include three CSU institutions, one UC campus, one independent institution, and a district internship program.

Technical Advisors

The technical advisors to the Executive Director will be appointed from among national and California reading experts. This group of advisors will include both higher education and K-12 educators with substantial expertise and experience in the development and implementation of the California Reading Initiative, including teaching reading courses to credential candidates, professional development in the teaching of reading for experienced teachers, and authorship of scholarly works on the teaching of reading.

It will also be necessary to identify individuals familiar with the reading standard to participate in the on-site reviews during both the preliminary phase this fall and winter, and during the accreditation visits this spring. These individuals will be drawn from experts in reading who are familiar with the application of the reading standard in both multiple and single subject programs.

Review Schedule and Scope

The reviews of the institutions included in the preliminary phase of the review will occur during fall 2001 and winter 2002. The reviews will focus exclusively on how well institutions are meeting the reading standard. Institutions will participate at their own costs, make evidence

¹ Although Standard 4 *Reading, Writing and Related Language Instruction in English* does not specify "Required Elements," the "Factors to Consider" were intended as such.

available to reviewers and arrange for interviews. Institutions will receive a written diagnostic assessment at the conclusion of the visit.

A team of 2-5 trained reviewers will conduct the focused reviews. Site visits will occur over a three-day period and be structured such that the first day will include time for document review, program orientation by the Dean or Director of Teacher Education, and interviews with faculty. The second day will be set aside for interviews with faculty, students, graduates, school principals and others in school districts who work with program students and graduates. The third day will include time for the team to synthesize and discuss the evidence and conclude with a diagnostic conversation with the Dean or Director about the review team's findings.

While the preliminary phase reviews will not immediately impact the over-all accreditation status of the institution with the Committee on Accreditation, institutions will be required to work with Commission staff to develop a plan to address any significant concerns identified by reviewers. The Executive Director will then provide for follow-through for those institutions that need remediation.

A report of the findings of the study will be presented to the Commission at the conclusion of the reviews. Commission staff look forward to working with institutions to ensure that teachers are prepared to provide standards-based reading instruction in our public schools.